

MULLINS HIGH

747 Miller's Rd.

Mullins, South Carolina 29574

GRADES 9-12 High School

ENROLLMENT 595 Students

PRINCIPAL Theodore Greene, Jr. 843-464-3710

SUPERINTENDENT R. Jerry Leviner, Ph.D. 843-464-3700

BOARD CHAIR Samuel McMillan 843-464-3700

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of High Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

4

6

7

4

3

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Good | Below Average | N/A |
| 2002 | Average | Unsatisfactory | N/A |
| 2003 | Average | Excellent | No |
| 2004 | Average | Average | Yes |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

| | Our School | | | High Schools with Students Like Ours | | |
|---------------------------|-------------------|-------------|-------------|---|-------------|-------------|
| Percent | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| Passed 2 subtests | 70.9 | N/A | N/A | 64.3 | N/A | N/A |
| Passed 1 subtest | 12.7 | N/A | N/A | 17.9 | N/A | N/A |
| Passed no subtests | 16.4 | N/A | N/A | 21.3 | N/A | N/A |

EXIT EXAM PASSAGE RATE BY SPRING 2004

| | Our School | High Schools with Students Like Ours |
|----------------|-------------------|---|
| Percent | 95.0% | 92.3% |

ELIGIBILITY FOR LIFE SCHOLARSHIP

| Percent of | Our School | High Schools with Students Like Ours |
|--|-------------------|---|
| Seniors eligible for LIFE Scholarships at four-year institutions* | 2.2 | 3.8 |
| Seniors who met the SAT/ACT requirement | 2.2 | 3.8 |
| Seniors who met the grade point average | 39.4 | 32.9 |

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

| | Our School | High Schools with Students Like Ours |
|---------------------------|-------------------|---|
| Number of Students | 146 | 147 |
| Number of Diplomas | 108 | 105 |
| Rate | 74.0% | 71.1% |

PERFORMANCE BY STUDENT GROUPS

| | Exit Exam Passage Rate by Spring 2004 | | Eligibility for LIFE Scholarship | | Graduation Rate | | |
|--------------------------------|--|-------|-------------------------------------|-----|-----------------|------|------------------------|
| | n | % | n | % | n | % | Met State Objective |
| All Students | 121 | 95.0 | 137 | 2.2 | 146 | 74.0 | YES |
| Gender | | | | | | | |
| Male | 45 | 93.3 | 53 | 1.9 | 55 | 65.5 | N/A |
| Female | 76 | 96.1 | 84 | 2.4 | 91 | 79.1 | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 33 | 100.0 | 31 | 6.5 | 36 | 77.8 | N/A |
| African-American | 88 | 93.2 | 105 | 1.0 | 108 | 72.2 | |
| Asian/Pacific Islander | 0 | N/A | 1 | I/S | 0 | N/A | N/A |
| Hispanic | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| American Indian/Alaskan | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | |
| Non disabled | 108 | 96.3 | 123 | 2.4 | 127 | 82.7 | N/A |
| Disabilities other than speech | 13 | 84.6 | 14 | 0.0 | 19 | 15.8 | N/A |
| Migrant Status | | | | | | | |
| Migrant | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| Non-migrant | 120 | 95.0 | 137 | 2.2 | 13 | 77.1 | N/A |
| English Proficiency | | | | | | | |
| Limited English Proficient | 0 | N/A | 1 | I/S | 1 | I/S | N/A |
| Non-Limited English Proficient | 119 | 95.0 | 136 | 2.2 | 144 | 73.6 | N/A |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 74 | 93.2 | 82 | 1.2 | 90 | 72.2 | N/A |
| Full-pay meals | 46 | 97.8 | 55 | 3.6 | 56 | 76.8 | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

HSAP PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts - State Performance Objective = 33.3% | | | | | | | | | |
| All Students | 139 | 95.7 | 19.7 | 31.5 | 37.0 | 11.8 | 57.5 | YES | YES |
| Gender | | | | | | | | | |
| Male | 60 | 95.0 | 24.1 | 42.6 | 24.1 | 9.3 | 46.3 | N/A | N/A |
| Female | 79 | 96.2 | 16.4 | 23.3 | 46.6 | 13.7 | 65.8 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 34 | 97.1 | 3.4 | 24.1 | 44.8 | 27.6 | 79.3 | I/S | I/S |
| African-American | 105 | 95.2 | 24.5 | 33.7 | 34.7 | 7.1 | 51.0 | YES | YES |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 113 | 96.5 | 6.8 | 34.0 | 44.7 | 14.6 | 69.9 | N/A | N/A |
| Disabled | 26 | 92.3 | 75.0 | 20.8 | 4.2 | N/A | 4.2 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 139 | 95.7 | 19.7 | 31.5 | 37.0 | 11.8 | 57.5 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 139 | 95.7 | 19.7 | 31.5 | 37.0 | 11.8 | 57.5 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 106 | 95.3 | 21.6 | 32.0 | 38.1 | 8.2 | 52.6 | YES | YES |
| Full-pay meals | 33 | 97.0 | 13.3 | 30.0 | 33.3 | 23.3 | 73.3 | N/A | N/A |
| Mathematics - State Performance Objective = 30.0% | | | | | | | | | |
| All Students | 139 | 95.7 | 23.6 | 34.6 | 31.5 | 10.2 | 55.9 | YES | YES |
| Gender | | | | | | | | | |
| Male | 60 | 93.3 | 32.1 | 35.8 | 22.6 | 9.4 | 45.3 | N/A | N/A |
| Female | 79 | 97.5 | 17.6 | 33.8 | 37.8 | 10.8 | 63.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 34 | 97.1 | 6.9 | 24.1 | 44.8 | 24.1 | 79.3 | I/S | I/S |
| African-American | 105 | 95.2 | 28.6 | 37.8 | 27.6 | 6.1 | 49.0 | YES | YES |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 113 | 96.5 | 11.7 | 36.9 | 38.8 | 12.6 | 68.9 | N/A | N/A |
| Disabled | 26 | 92.3 | 75.0 | 25.0 | N/A | N/A | N/A | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 139 | 95.7 | 23.6 | 34.6 | 31.5 | 10.2 | 55.9 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 139 | 95.7 | 23.6 | 34.6 | 31.5 | 10.2 | 55.9 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 106 | 96.2 | 25.5 | 39.8 | 28.6 | 6.1 | 52.0 | YES | YES |
| Full-pay meals | 33 | 93.9 | 17.2 | 17.2 | 41.4 | 24.1 | 69.0 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

| | Our School | Change from Last Year | High Schools with Students Like Ours | Median High School |
|--|-------------------|------------------------------|---|---------------------------|
| Students (n= 595) | | | | |
| Retention rate | 9.2% | Up from 0.5% | 10.5% | 9.1% |
| Attendance rate | 98.6% | Up from 95.9% | 96.1% | 96.0% |
| Eligible for gifted and talented | 4.5% | Down from 5.7% | 3.6% | 5.8% |
| With disabilities other than speech | 16.1% | Up from 15.0% | 14.8% | 12.7% |
| Older than usual for grade | 15.5% | Up from 15.3% | 13.3% | 9.8% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 6.7% | Up from 2.3% | 3.3% | 1.6% |
| Enrolled in AP/IB programs | 8.2% | No change | 6.2% | 10.2% |
| Successful on AP/IB exams | 45.8% | | 34.5% | 53.8% |
| Annual dropout rate | 2.2% | Down from 2.3% | 3.0% | 2.7% |
| Career/technology students in co-curricular organizations | 0.0% | No change | 4.0% | 3.6% |
| Enrollment in career/technology center courses | 317 | Up from 253 | 357 | 466 |
| Students participating in worked-based experiences | 26.9% | Down from 27.2% | 27.8% | 25.7% |
| Career/technology students mastering core competencies | 90.9% | Up from 70.8% | 74.3% | 77.7% |
| Career/technology completers placed | N/A | N/A | 99.5% | 99.3% |
| Teachers (n= 39) | | | | |
| Teachers with advanced degrees | 43.6% | Down from 44.7% | 45.1% | 52.0% |
| Continuing contract teachers | 82.1% | Down from 84.2% | 76.5% | 82.1% |
| Highly qualified teachers** | 87.5% | N/A | 87.2% | 89.5% |
| Teachers with emergency or provisional certificates | 8.6% | | 15.2% | 8.6% |
| Teachers returning from previous year | 82.2% | Up from 79.0% | 82.1% | 86.2% |
| Teacher attendance rate | 94.5% | Down from 95.2% | 94.5% | 95.3% |
| Average teacher salary | \$37,599 | Up 1.1% | \$40,002 | \$41,060 |
| Prof. development days/teacher | 9.9 days | Down from 10.0 days | 11.4 days | 10.6 days |
| School | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 2.0 | 3.0 |
| Student-teacher ratio in core subjects | 22.9 to 1 | Down from 26.5 to 1 | 23.9 to 1 | 26.4 to 1 |
| Prime instructional time | 91.2% | Up from 89.9% | 89.4% | 90.0% |
| Dollars spent per pupil* | \$6,177 | Up 0.8% | \$6,956 | \$6,310 |
| Percent of expenditures for teacher salaries* | 55.1% | Up from 55.0% | 55.4% | 57.9% |
| Opportunities in the arts | Good | No change | Good | Excellent |
| Parents attending conferences | 91.8% | Up from 85.6% | 86.7% | 89.3% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Below Average | N/A | Average | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Highly qualified teachers in low poverty schools** | N/A | 92.0% |
| Highly qualified teachers in high poverty schools** | 100.0% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Mullins High School continues to meet the challenges of providing high standards for a student population of approximately 73 percent on free or reduced lunch. The county in which we reside has one of the highest unemployment rates in South Carolina. We continue to implement the strategies addressed in the school renewal plan even though severe budget cuts have affected the degree to which the strategies could be realized.

We have continued to emphasize writing skills and vocabulary development in every class on a daily basis. SAT and BSAP problems are practiced daily. We are still providing after-school remediation for exit preparation in all three areas.

Students were provided standards-based instruction at the appropriate level, and students entering high school with academic plans were targeted for after school assistance. The Homework Center continues to provide academic assistance, afternoon supervision, a snack, and transportation for attendees.

Students continue to involve themselves in the community through food drives, senior citizens' luncheon, the Adopt-A-Highway program, the Heart Walk, the blood drive, the Manna House, visiting the nursing homes, and the Relay for Life. The Community Computer Center continues to involve students as trainers for members of the community.

The Community Leadership class continues to afford students a venue for direct contact with the business community and the local government officials. We continue to recognize students monthly and quarterly for their good character. Perfect attendance and honor roll participation continues to be honored on a quarterly basis. Our athletic program continues to be strong with a long list of winning seasons and also provides opportunities for talented athletes to vie for state awards.

Our goal is to continue to strive for academic and athletic excellence through the continuation of our collaborative initiatives as we continue to meet the challenges of providing a quality educational experience for all our students.

Theodore R. Greene, Jr., Principal Dawn F. Belshaw, School Improvement Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 41 | 91 | 51 |
| Percent satisfied with learning environment | 92.5% | 63.3% | 76.0% |
| Percent satisfied with social and physical environment | 92.5% | 66.3% | 60.8% |
| Percent satisfied with home-school relations | 46.2% | 73.9% | 60.0% |

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.